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ABSTRACT

To help Connecticut school districts both develop goals and involve the community in the process--phase 1 of the planning, evaluation, and resource management (PERM) model--this handbook discusses goal-setting processes and models. An introduction notes the state's educational goals, outlines the PERM model, and describes the role of goals in comprehensive planning. Section 1 of the document examines goal development, types of goals (institutional, performance, process, and product), the processes involved, the importance of community participation, and the results of goal-setting. The second section presents eight models for involving communities in goal-setting, lists steps and tips for implementing each model, and compares the models in terms of costs, time requirements, and other criteria. The eight models include town forums, interviews, surveys, advisory committees, Delphi techniques, the Phi Delta Kappa "game" method, the Fresno Town Meeting approach, and the New Jersey "Our Schools" model. Sample goal statements are also given. Section 3 discusses how to manage the goal-setting process and provides a checklist of activities. The handbook's nine appendices cover state educational objectives, leadership identification processes, sample letters and news releases, guides for group recorders and discussion leaders, and a brief glossary and bibliography. (Author/RW)

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DEVELOPING AND ESTABLISHING LOCAL SCHOOL DISTRICT GOALS

Volume 2 in the
PERM Handbook Series

October 1980
Connecticut State Department of Education
Division of Educational Administration

FOREWORD

This is the second handbook of the Planning, Evaluation and Resource Management (PERM) series. The Bureau of Research, Planning and Evaluation has created the series in response to the desire of the legislature and local school districts to approach planning, evaluation and resource management in a more comprehensive and systematic manner.

In an era of increasing demands for accountability and dwindling resources, it is essential for educators to provide effective programs. Through planning and evaluation, local districts can identify their strengths and weaknesses, determine what programs are needed and channel funds accordingly.

While use of the PERM model is optional, it does provide a series of well-defined steps for districts to use in this planning and evaluation effort. In addition, the state will systematically channel resources to local districts which choose to strengthen their planning, evaluation and management functions.

Volume 1, *The Planning, Evaluation and Resource Management Model: PERM*, describes the PERM model in detail. This handbook, *Developing and Establishing Local School District Goals*, provides models and practical suggestions for involving the community in the goal-setting process. Volume 3, *Developing and Establishing Local School District Student Objectives*, describes methods of involving all levels of school district personnel in setting objectives related to the goals adopted by the district. Books and resource centers that can provide added materials on these subjects are listed in Volume 4, *Annotated Bibliography for Educational Planning Resources*.

Mark R. Shedd
Commissioner of Education

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PREFACE

The Connecticut General Assembly has directed local school districts to develop local educational goals which are consistent with the "Statewide Goals for Education." These goals must be created with the help of the general community as well as educators, according to the law.

To help local districts develop goals and involve the community in the process, the Bureau of Research, Planning and Evaluation of the State Department of Education has created this handbook with suggestions on how goal setting can be accomplished most efficiently.

Included in the introductory material of this handbook is an overview of the Planning, Evaluation and Resource Management (PERM) model created by the department and an overview of comprehensive planning. The first section contains definitions of four types of goals, including the type that is most consistent with the statewide goals. Suggestions for involving the community in goal setting are also included. Eight possible goal-setting approaches and sample goals developed by five school systems are included in the second section. The third section includes step by step directions for completing goal setting. A number of supplemental materials which should be useful as goal setting progresses are included in the appendices.

We wish to express our sincere appreciation for the responsiveness and cooperation of our three pilot school districts: the Berlin Public Schools, the Stamford Public Schools and the Willington Public Schools. Berlin has begun setting goals and the other two have completed the process. Their recommendations helped shape the contents of this handbook. We hope that this cooperative effort will spark a new era of partnership between the State Department of Education and local school districts.

We wish to recognize our bureau's Program Evaluation Unit, headed by Dr. Robert J. Lucco, for conceptualizing the PERM model and developing the handbook series.

We would like to acknowledge Dr. Bernard A. Kaplan of Marcellus, N.Y., for assistance in developing this handbook. Dr. Kaplan's experience and background in the area of planning and goal setting contributed immeasurably to the content of this goals handbook.

The first four models in this handbook were prepared with reference to material included in *Goal Development in Education: A Planning Handbook for School Districts* prepared by the New Jersey State Department of Education, Trenton, New Jersey, 1974. We would also like to acknowledge this publication for illustrative material included in Appendices B, C, D, F and G.

Special acknowledgement is made of material presented by Dr. Don Bagin of Glassboro State College, Glassboro, New Jersey, during the 1979 Connecticut Association for Boards of Education workshop on goal development. His material was referred to frequently while preparing the first seven community involvement models.

Single copies of this handbook may be obtained by writing: Dr. Robert J. Lucco, coordinator; Program Evaluation Unit; Bureau of Research, Planning and Evaluation; State Department of Education; Box 2219; Hartford, CT 06115.

Pascal D. Forgione, Jr., Chief
Bureau of Research, Planning and Evaluation

INTRODUCTION

The State of Connecticut completed its first five-year Comprehensive Plan for Elementary and Secondary Education in early 1980. The plan was created to help the state and local school districts plan, implement and evaluate excellent programs for public school students. Its use is expected to foster the development of superior educational programs for all students — from preschoolers to adults — throughout the state.

Included in the plan are important sections on:

- Purpose of the Public Schools,
- Statewide Goals for Education,
- Goals for the State Board of Education,
- State Board Objectives for Public Education, and
- Long-range Objectives for the State Department of Education.

(Copies of the plan are available from the State Department of Education.)

According to the Connecticut General Statutes PA 80-166, Section 10-220(b), each local school district is required to develop a set of educational goals consistent with state-wide goals to be submitted to the State Department of Education for review and approval by July 1, 1981. The general community as well as educators must be involved in this goal-setting process.

Why the Handbook Was Written

This handbook has been prepared to offer some practical suggestions for school districts in the state as they begin to undertake goal setting.

What the Handbook Does

- It defines comprehensive planning for local school districts.
- It defines goals.
- It describes the goal-setting process.
- It presents eight different models for goal setting.

Who the Handbook is For

This handbook was prepared for use by the many different individuals and groups who will be concerned with and/or involved in the goal-setting process, including Board of Edu-

cation members, school officials, school staff, parents, community representatives and students. It should be useful to individuals or committees who are assigned special goal-setting tasks.

An Early Reminder

This handbook provides suggestions and general advice for local school districts. However, it is quite likely that many different approaches will be introduced by local school districts. This is desirable under the overall framework of the goal-setting charge to the local districts as set forth by the General Assembly.

The PERM Model

The Planning, Evaluation and Resource Management (PERM) model is described in detail in the first handbook of this series: *A Planning Guide for School Districts.*

In brief, the PERM model comprises the following four phases: phase I - defining goals, phase II - identifying needs, phase III - evaluating programs and phase IV - allocating resources. These phases were designed so local school districts may proceed from goal setting through resource allocation over a six-year period. The full implementation of the PERM model will span eleven years (1980 to 1991) and include two complete cycles (cycle I, 1980 to 1986 and cycle II, 1986 to 1991). Each cycle will contain the same four phases but will differ in emphasis.

The first six-year cycle will be developmental. During this period, the state department staff will provide concentrated, intense and systematic technical assistance to local school districts. With the assistance of selected pilot school districts, the department will concentrate on developing procedures, guidelines and prototypes to be adopted throughout the state on a phase-in basis. Each of the four phases of the model will be pilot tested in the year preceding its actual use.

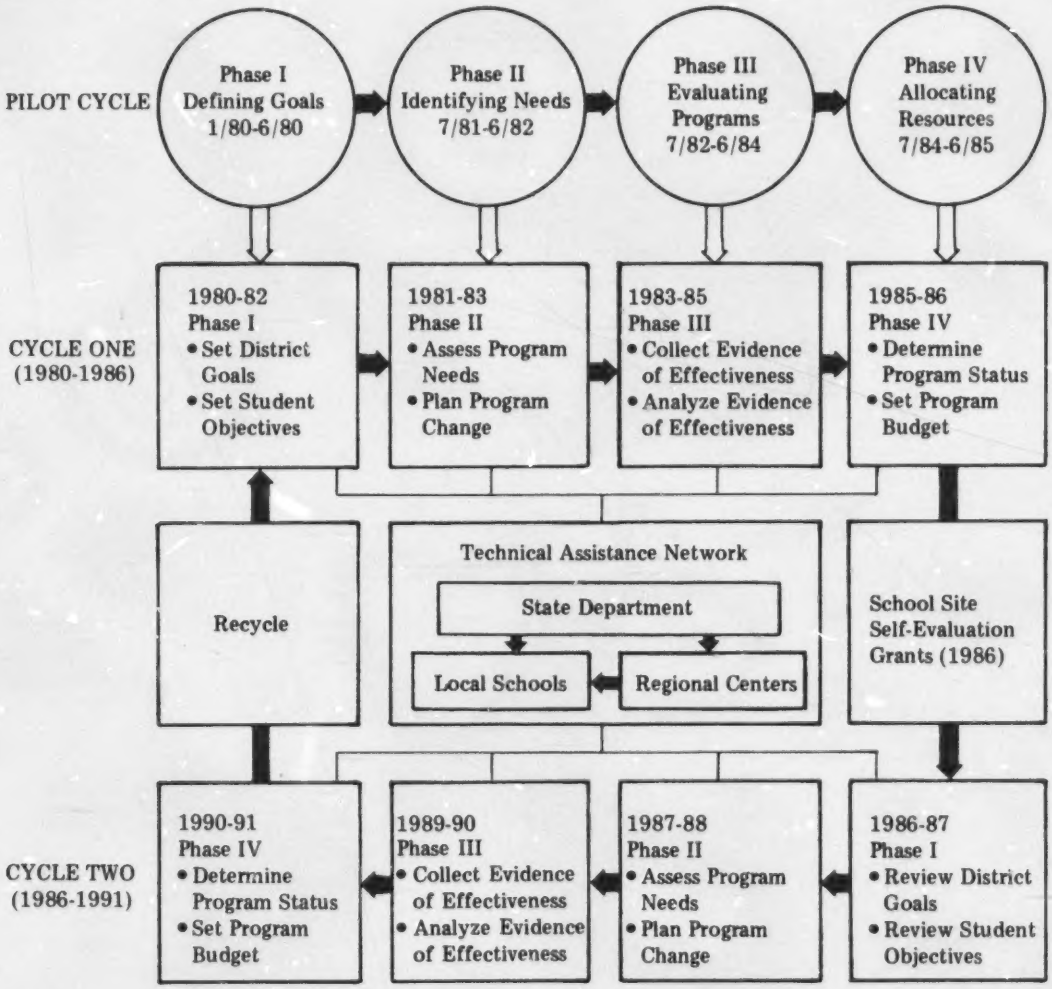
The second five-year cycle will focus on modifying existing strategies and sharing evaluation resources among school districts. During this period, the concept of *school site self-evaluations* will be stressed, using local personnel, proven techniques and stimulated by state grants. The state department will continue to provide assistance throughout cycle II. However, primary emphasis will be placed on local self-help programs which will use resources already existing in the field. See Fig. 1 for a graphic representation of these cycles.

What is Comprehensive Planning?

As it is defined in the first handbook of this series, *Planning Guide for School Districts*, comprehensive planning is the process of developing, weighing, selecting and evaluating alternative means for achieving educational goals and objectives.

Fig. 1
A Graphic Representation of the PERM Cycles

(The dates presented in cycles I and II below indicate the projected dates for development of department publications and are not meant to imply that local school districts have to follow a similar timeline. Districts that are ready to begin the needs assessment phase or any other phase prior to the dates indicated below should proceed.)



Comprehensive planning, however, has several other facets:

- It is a *process* involving many people and groups who are assigned the various activities necessary to complete a finalized set of plans.
- It is *future-oriented* and is concerned with direction, commitment and courses of action the educational system will take in the years to come.
- It is an activity which systematically obtains, organizes and uses *information for decision-making.*
- It involves several *steps and procedures,* such as goal specification, objective setting, needs assessment, strategy determination and so on.
- It is *continuous and cyclical* in nature. While it is possible to think of comprehensive planning as a series of sequential steps, in reality, these activities undergo constant revision, re-examination and reaffirmation over time.
- Because it is comprehensive, it is concerned with the *totality and breadth* of the entire school/educational system — its curriculum and programs, both vertically (grades K through 12 as well as across grade levels) and horizontally (across departments and curricular areas), and its organization, structure and functions.
- It is a means for improving *management and accountability* so that school personnel (the administration, instructional and support staff, including the Board of Education) understand the purposes of the school system and the means they should use to accomplish them. In the same way, it helps the school community and the general public understand *what* the schools are trying to do, *why* they're doing what they're doing, and *how well* they're doing what they have set out to do.
- It is *systematic;* it employs a set of procedures and time-lines and involves the staff and the public in prescribed, interrelated and scheduled steps or activities over time.
- It sets the stage for effective *changes* in the educational program/system. It helps identify what should be changed and improves the likelihood of success by promoting understanding and acceptance.

Comprehensive planning is only one of many types of planning. The others tend to have a more limited or specific focus.

Some examples are: program planning, financial (budget) planning, facility planning, energy planning, land-use planning, course/lesson planning, career planning and long-range planning.

How Does Goal Development Relate to Comprehensive Planning?

Central to the conduct of comprehensive planning in education is the use of school district goals as a reference point in determining status, progress and/or direction. If goals are not delineated, or if they have not been reviewed for the last five years or so, then a goal-setting process should be developed and sponsored by the district. This, of course, is now a legislative mandate for each local and regional board of education in Connecticut.

GOAL DEVELOPMENT

GOAL DEVELOPMENT

What is a Goal?

A goal is a desired situation, set of conditions or state of affairs for which a district, including its students, its staff and the community, is striving. There are many types of goals, but in this context, a goal refers to the *results desired for students* in the system. The focus is: *What* should students be able to do as a result of an action the system has taken (i.e., providing a particular type of learning experience)?

There are four types of educational goals in general use. One is an *institutional goal* which refers to desired changes in the operation of a school system. An example of an *institutional goal* is: The Riverton Public School System will have an average teacher-pupil ratio of 1:20 in all grades/programs by the year 1985.

Another common type of goal is the *performance goal* which pertains to the performance of students and occasionally staff. For example: Forty percent of the high school's graduating class will be accepted by four-year colleges.

A third type of goal, the *process goal*, refers to *how* an educational program or service of the district is to be provided. It is very similar to the concerns typically expressed in a statement of philosophy. An example of a *process goal* is: All students should be required to do at least one hour of homework every school day. Or: Students should not be forced to compete with others whose talents, capabilities and skills far exceed their own.

A fourth type of goal, the *product goal*, focuses on what students should know and how they should perform and behave as a result of the school program. For example: Each student should possess a basic command of the English language in both its written and spoken form.

Examples of three of the above types of goals are found in Connecticut's comprehensive plan for elementary and secondary education, *Access to Excellence*. In the section, "State Board Goals," the goal to "rigorously implement educational equity legislation. . ." is a *process* goal, and in the section, "State Board Objectives for Public Education," the goal for "an increase to 80 percent in the proportion of ninth graders who complete high school" is a *performance* goal. However, the state board goals for *students*, in the section entitled "Statewide Goals for Education" are *product goals*. For example: "Connecticut public school students will appreciate diversity and understand the inherent strength in a pluralistic society. . ."

Connecticut law requires that all local and regional school districts "with the participation of parents, students, school administrators, teachers, citizens, local elected officials

. . .shall. . .prepare a statement of educational goals." Furthermore, it requires that "The statement of goals shall be consistent with the statewide goals."

To be consistent with the state board goals for students in "Statewide Goals for Education," school districts will be expected to formulate *product goals* for their students. (Many examples of product goals are included in the section of this handbook entitled "Sample Goal Statements," page 40. The "Statewide Goals for Education" are also reprinted on page 57.)

The Process Involved

The more people who contribute to the goal-setting process, the better. Participants should have a variety of backgrounds and interests. Therefore, staff at all levels, high school students, members of the Board of Education, local government, labor, business and industry, and the community in general should be included in the process. (The following section deals with community involvement.)

One of three approaches may be used to develop goals:

1. The district can "start from scratch," choosing goal areas and statements from those selected by members of the constituencies. This approach is time-consuming and complex. The proposed goal areas and statements will need to be reviewed thoroughly and may need to be expanded, consolidated or refined.

2. The district can adopt a set of goal areas and statements previously prepared by others, e.g., the state Board of Education or those in some other state or district. This is not a popular or desirable approach because school districts differ and, therefore, require different goals. Constituencies must feel that the educational goals the district pursues accurately reflect local values, mores and expectations — not those of another community.

3. It can review statements prepared by others and modify, adapt and/or expand them to meet the *district's needs.* This approach is advocated in this handbook, and the suggestions presented here are based primarily on this approach. The school system's goals should reflect the overall thrust of the state board's "Statewide Goals for Education." However, districts should also consider other goal areas and statements.

The process of goal formulation should begin with the specification of goal areas (such as mastery of the basic skills, competence in life skills, acquisition of knowledge, etc.). Once the areas have been decided on, the goals should be fully developed and statements that explain them should be prepared.

Involving the Community

Many segments of the community should be included in the goal-setting process. The first is obviously the parents of students in schools. Representatives should also be chosen from other community groups, including:

- the business and professional community,
- labor groups,
- social service agencies,
- social and professional groups and organizations,
- school alumni, including recent graduates currently attending post-secondary institutions,
- parents of preschool children,
- neighborhood groups and associations, and
- government/public officials.

The more closely the goal-setting group represents a cross section of the entire community, the more likely the group's goals will be understood and accepted. Therefore, no major group or constituency should be excluded. Not to be overlooked are groups such as:

- the retired and elderly,
- taxpayer groups, and
- new residents.

In assessing whether all segments of the community are satisfactorily represented, it is well to also consider:

- geographic areas,
- age groups (the 16 to 24 age group is frequently overlooked),
- economic levels, and
- ethnic groups.

An example of a participant selection process is shown in Fig. 2. In addition, some specific means for involving members of the community are included in the section entitled, "Types of Approaches for Involving the Community," page 11. Generally, comments, reactions and suggestions from these groups can be obtained in one of two ways.

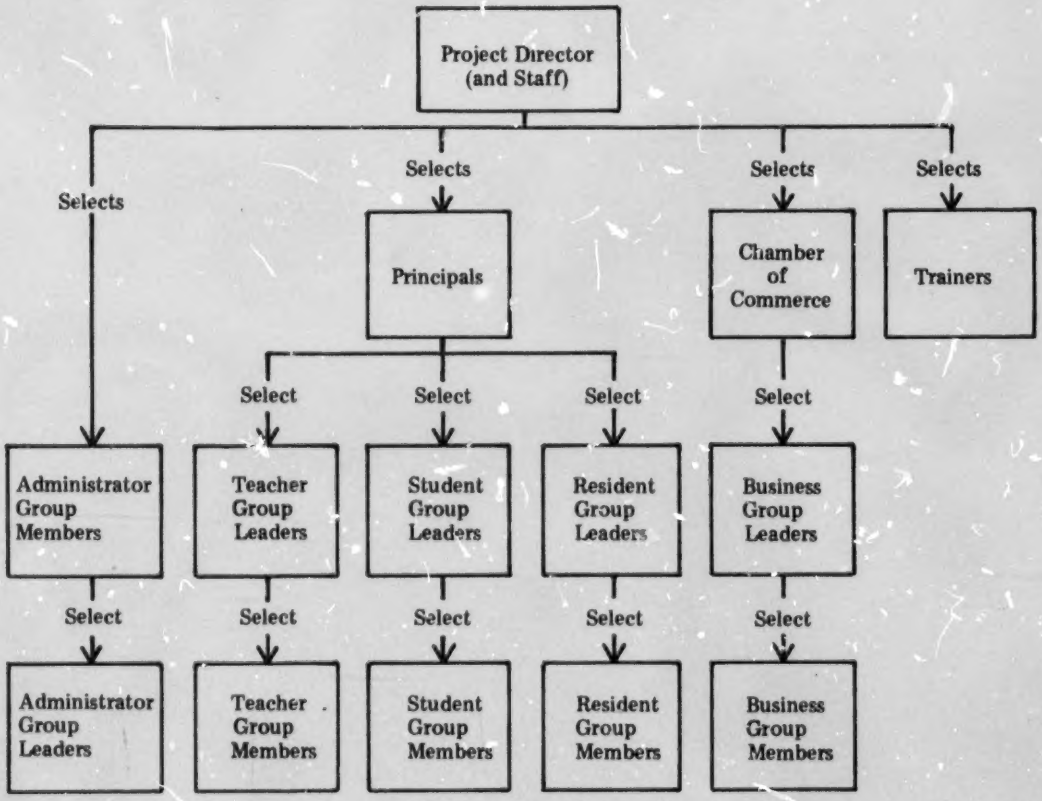
First, a general or "open" invitation can be issued. However, this is usually not as effective as the second, which is to request representation from the specific groups through meetings, letters, telephone calls and the like, so that each category can designate individuals who reflect the concerns, expectations and values of its friends, neighbors, associates or colleagues.

The school board or school administration may choose to appoint some members. However, such representation should always be less than 50 percent of the total group.

If community representatives participate as spokespersons, chairpersons or on small committees or task forces, the Community Leadership Identification Process (see Appendix B) will be particularly helpful in choosing the individuals that community groups regard with confidence and trust.

It is important to point out that when disparate groups in the community are organized to discuss the public schools, it is normal for many participants to criticize the schools. While this should not be encouraged, it is difficult to avoid and should not be suppressed. Once these criticisms are vented, they can be used positively to focus on the importance of agreeing upon what it is the public school should be accomplishing.

Fig. 2
An Example of a Participant Selection Process



Products of the Goal-setting Process

As a result of the goal-setting process, the following results may be obtained:

- A set of product goals;
- Heightened staff and community awareness of the effort being undertaken;
- Better understanding of the difference between goals (ends), processes (programs and services) and performance or competencies of current students;
- Identification of individuals or groups who have a strong interest in the schools and who demonstrate a willingness to continue their participation;
- Expectation that the products will be shared with all and that other steps will follow;
- Synthesis of community sentiment and attitude concerning public education in general; and
- Numerous suggestions, views, ideas and recommendations which are not goals

themselves but which may be useful in other areas of planning, program development or evaluation.

While members of the community are involved in an effort such as this, it is very important to keep them informed (frequently, continuously and repetitively) of the *purpose* of the effort, of its *progress* and of its final *outcomes*. Also, the school district must demonstrate purpose, motivation and follow-through in order to avoid feelings of manipulation, cynicism or frustration among the participants.

It is also important for school officials and the school board to communicate their genuine interest in involving the community. Since it is not typical for school districts to develop policy and make decisions this way, the community needs to be both motivated and assured that its participation will be taken seriously, and its contributions will be carefully considered. The final set of goals are more likely to be meaningful and effective if participants' ideas are taken seriously and included in the final product.

MODELS AND EXAMPLES

MODELS AND EXAMPLES

Types of Approaches for Involving the Community

Eight models for involving the community in goal setting follow. There are others, some of which are described in the publications listed in the fourth handbook of this series, *An Annotated Bibliography on Goals and Objectives Development.*

In only one of the following models (the Phi Delta Kappa model) is material on goals already prepared. In all the others, the school district must first develop some tentative goal areas and/or goal statements in order to utilize the procedures set forth. The best approach to goal setting is to assemble one or more task forces and ask the group(s) to prepare a tentative list of goal areas and/or statements. This may be done as follows:

1. Invite a small group of school staff, community representatives and high school students to meet together to formulate a tentative or first-draft listing. The different constituencies could meet as separate groups or as one inclusive group. If three task forces are used, they should probably consist of four to five persons each. If only one task force is used, then its members should probably number about ten to 12.

2. The task force(s) should meet once or twice. At the start of its deliberations, a representative from the school district (e.g., a school board member, the superintendent or an associate superintendent) should present the charge to the group(s). Copies of materials in this handbook series may also be provided in advance or at the start of the meeting. Each task force will require a chairperson and a recorder.

   If two meetings are held the first could be limited to one or two hours, enough time for the participants to understand their assignment and to begin to know one another. The second session may require an additional two to three hours, enough time to thoroughly discuss the goal areas/statements and to reach some agreement on the tentative proposal.

   If one meeting is scheduled instead of two, it may take three to four hours to reach an agreement on tentative goals. In this case, breakfast, luncheon or dinner might be provided.

3. The tentative draft should be submitted to a liaison person in the school district. If three task forces are used, the three sets of suggestions could be combined (particularly if they are quite similar), or they can be kept separate and identified by the groups who prepared them.

4. These lists of goals should be duplicated to use in one of the approaches selected from those that follow. The listing should also indicate how the material was prepared

and emphasize that the goal areas/statements are tentative and will serve as a point of departure.

5. Acknowledgements and thanks should be extended (along with the copies of their suggestions) to all members of the task force(s). Members may also wish to participate in the next series of meetings or activities.

The eight goal-setting/community involvement models that follow are:

1. The Town Meeting or Forum,
2. The Interview,
3. Surveys,
4. Committees,
5. Modified Delphi,
6. Phi Delta Kappa Method,
7. Fresno Town Meeting Method, and
8. The New Jersey "Our Schools" Method.

Following the models is a chart (page 38) which capsulizes the information on each model.

TOWN MEETING/FORUM

Capsule Description

Open invitations are made by the school district using the mail, the media, brochures, posters and the like. Participants are greeted by a school district official. Instructions and materials are presented. A forum of community leaders may also speak on the topic. The large group is divided into smaller groups which meet to discuss the material and make suggestions. Each group presents its suggestions to the total group at the conclusion of the meeting. More than one meeting may be held.

Steps and Tips

1. Publicize the meeting(s) well in advance, stating purpose and encouraging attendance.

2. Invite (by telephone or personal letter) key leaders or representatives to participate; request an answer.

3. When participants arrive, each should receive a packet of materials, including: an explanation of the purpose of the meeting, an agenda for the meeting, an explanation of the procedures and activities to be employed, a copy of the tentative goal areas/statements, a copy of the state board's "Statewide Goals for Education," perhaps a definition of terms, a pad, pencil and group assignment number.

4. A school authority should make a brief greeting and introduction. Key concepts and instructions should be made by an appropriate person. At this time, the importance and purpose should be emphasized. Also, distinctions between goals and objectives, goals and means, and different kinds of goals can be made. Overhead transparencies or slides can be helpful, but if used, they should be well prepared, simple, colorful and take only five to ten minutes.

5. Participants should be assigned to small groups of from six to ten persons each. If possible, it is desirable to diversify the groups with the various categories of participants distributed evenly among all groups. If school staff participate, assign only one or two to each group and, if students parti-

cipate, be sure that at least two are assigned to each group. Groups should meet around tables or in circles, in the same room if it is large enough, or in other rooms if it is not.

6. Each group should have a chairperson (or leader) and a recorder. (It is helpful to provide a short training session for these individuals prior to the meeting. However, if this is done, they must be pre-selected or volunteers. The training can be offered one or two days prior to the meeting or just before it. Thirty to 45 minutes should be adequate. Leaders and recorders should be trained together.) A short list of suggestions for the leader and the recorder should be prepared and given to them during the training or prior to the meeting.

7. Each group should have a newsprint tablet and easel or blackboard so that the group's discussion topics can be listed.

8. A separate report form for the recorder might also be helpful.

9. Approximately 60 to 90 minutes should be allotted for small group discussions. If discussions are to be over an hour, it would be desirable to provide a five- or ten-minute break mid-way through.

10. At a pre-announced time, the small groups should be reconvened in the original assembly room. Alert them five to ten minutes in advance so they have time to conclude the discussion.

11. The leader of each group, using the recorder's report, should give a five-minute summary of the group's recommendations. If there were strong disagreements, these could also be reported.

12. If the number of small groups exceeds six, it is not necessary for all groups to present summaries. Instead allot about 30 minutes for reporting and randomly choose groups (or ask for volunteers) to report on their suggestions.

13. The participants should be thanked, told about the next step in the process and told when it will occur before being dismissed.

14. The results, as summarized in the recorder reports, should be analyzed and synthesized. (A cadre of group leaders might assist with this task.)

15. More than one meeting can be scheduled. This might be desirable if the district is geographically large or has a large population.

16. It may also be necessary to schedule a second meeting if the results of the first one need additional review, expansion or refinement.

17. If refreshments can be provided, this is helpful.

Town Meeting/Forum (cont.)

18. All participants should be kept informed of progress and sent a copy of the report which resulted from their meeting.

19. The school board, in an open meeting, should use the material generated by these meetings to tentatively adopt a set of district goals. These should be publicized and disseminated with provision for additional public comment prior to final approval in 60 to 90 days.

20. Once the goals are adopted, it is recommended that the final goals be distributed also.

21. It might facilitate dissemination if a mailing list is prepared (including names of town meeting participants) and if the material is presented in the form of a newsletter.

THE INTERVIEW

Capsule Description

This approach resembles the survey method except that it is more personal and more of the questions can be open-ended. A selected number of people who are representative of the community as a whole are interviewed. Interviews can be prescheduled, by telephone, or the "on-the-street" type. This approach is frequently used in combination with other methods.

Steps and Tips

1. Publicize the activity well in advance, stating the purpose and encouraging participation if selected.

2. Interviewees can be selected at random or through a stratified random sampling.

3. The interviewee's consent to participate and an appointment for the interview may be obtained by sending a letter or phoning prior to the interview.

4. Sampling must be carefully done so that various community groups are represented in adequate numbers.

5. Interviewers will require special training. Volunteers from the community and from the upper high school grades can sometimes be used for this purpose.

6. The survey questions must be carefully prepared well in advance and field-tested on six to ten persons.

7. If interviewees will be asked to respond to a list of goal areas/statements, the list can be shared in one or more ways:

    a. general distribution or publication,
    b. by mail to the interviewee prior to the interview, or
    c. by handing the interviewee a card or sheet with the tentative list of goals on it.

The Interview (cont.)

8. A Likert-type scale (strongly agree to strongly disagree) can be used to solicit specific reactions to each of the goals.

9. The interview can include open-ended questions about omissions (if any), suggestions for major changes, etc.

10. If the sample to be interviewed is a large one, or the number of goal statements is extensive (more than eight or ten), it is possible to ask the interviewees to respond to only part of the goal statements. If this is done, it is of course important to ensure that all goal areas receive equal attention by the time the interviewing is completed.

11. All participants should be thanked (by mail, if possible) and kept informed of the goal-setting progress in the district.

12. The data collected through the interviews should be compiled and synthesized, with a report of the results disseminated and forwarded to the Board of Education.

13. Steps 19, 20 and 21 under Town Meeting/Forum should then be followed.

SURVEY

Capsule Description

A questionnaire is distributed to community members, either by using a sampling approach or through the "shotgun" approach. The most common types of surveys are:

a. mail questionnaires,
b. dropoff/pickup questionnaires,
c. newspaper polls, and
d. questionnaires left at public offices (e.g., post offices) or heavily-travelled market areas (e.g., supermarkets, banks).

The survey method resembles the interveiw approach in many respects.

Steps and Tips

1. Publicize the activity well in advance, stating purpose and encouraging participation of those who may be contacted.

2. The design of the survey form, or questionnaire, is a major factor in the success of this method. The less complex it is, the better the results. (A sample questionnaire and newspaper survey, along with tips on conducting surveys are included at the end of this section.)

3. The survey form will require either a cover letter or introduction/preface describing the purpose, sponsor, instructions, etc.

4. Most of the questions should be the "closed-type" (e.g., multiple choice, scalar ratings, etc.). Space at the end should be provided for one or two open-ended responses.

5. Each goal area/statement could be listed and the respondent requested to give several types of responses to it, e.g.:

Survey (cont.)

a. Should this goal be included in the set of goals adopted by the district's Board of Education?

_____ strongly agree _____ disagree

_____ agree _____ strongly disagree

_____ not sure _____ agree, but with some reservations

b. Can you easily understand the wording of this goal?

_____ yes _____ no _____ only in part

(If you answered no or only in part, underline those words or portions of the statement you don't understand.)

6. The survey form or questionnaire should contain check-off spaces for the respondent to give pertinent data about his/her background (e.g., general geographic section of residence, age, sex, years of formal education, number of children in public schools, number of years in district, etc.). These data can be helpful in analyzing the results and in ascertaining whether the population has been adequately represented.

7. The survey form should be pretested with a small group prior to its distribution in the community. When formulating questions, avoid:

   - imprecise statements,
   - jargon,
   - language likely to be misunderstood,
   - questions eliciting irrelevant answers,
   - leading questions,
   - double-barrelled questions, and
   - ambiguous questions.

8. Two forms of sampling exist: random sampling and stratified sampling. The first is taken from the entire population. The second draws on samples from various important "strata" within the total population. The results can be valid for very small sample populations (seldom exceeding 400 persons) but scientific sampling techniques must be used. (Such techniques can be found in many standard statistics texts.)

9. If newspaper polls or self-returned questionnaires are used, establishing sample reliability is a major problem. Sometimes, these methods are used to supplement others. If so, it is important to keep the results separate in the reporting process.

Survey (cont.)

10. The data should be compiled and synthesized, with a report of the results disseminated and forwarded to the Board of Education.

11. Steps 19, 20 and 21 under Town Meeting/Forum should then be followed.

Polls and Surveys

The public's opinion on tentative educational goals may be assessed through mailed questionnaires, a newspaper survey or a public opinion poll.

Surveys are designed to evaluate the degree of agreement or disagreement within a community to a preliminary set of educational goals. Questionnaires, structured to allow residents to respond to the existing goals statements or to suggest new goals, can be mailed to a selected sample. The responses will not be entirely representative of community sentiment, but useful information on the public's opinion will be obtained. A sample "opinionnaire" follows.

A survey can also be conducted through the newspaper. The questionnaire and the tentative set of district educational goals should be printed in the local newspaper with instructions to clip and return it to the district office. A short news release explaining the goal development process and the purpose of the survey should be printed also.

Since polling techniques are complex and time-consuming, a public opinion poll is usually conducted best by a professional polling organization. Although this is likely to be costly it can be an excellent source of information on public opinion.

If services from an outside firm are contracted, it is suggested that a reusable form or questionnaire be developed and that school personnel or volunteers be trained to conduct interviews to decrease the cost.

Survey (cont.)

Fig. 3
Sample Opinionnaire

Dear Community Member:

The following set of educational goals has been suggested as essential by a community task force. Do you feel that these goal statements reflect the goals you desire for our school? Please respond whether you agree with each goal or not. Thank you.

Directions: Place a check (✓) in the appropriate column beside each goal statement.

I. Students who graduate from our schools should:

	Strongly agree	Agree	Don't care	Disagree	Strongly Disagree
1. Have a mastery of basic skills.					
2. Have acquired a stock of basic knowledge.					
3. Be able to function as responsible citizens.					
4. Be able to make career decisions.					
5. Be able to work cooperatively with others.					
6. Be prepared for a lifetime of continuing development.					
7. Have opportunities in the creative arts.					
8. Be prepared to accept responsibility in personal matters.					
9. Be able to maintain mental health.					

II. The goal statements to which you just responded represent a partial list of goals suggested by members of your community.

A goal statement refers to a result or outcome of education, not to the means by which that result might be achieved.

Do you have any additional opinions about what students should have learned or should be able to do as a result of their experience in school?

III. The following will help us interpret the results of this opinionnaire:

1. Do you have children? _____ yes _____ no

2. If yes, how many children are in each of the categories below?

_____ preschool
_____ grades 1 - 5
_____ grades 6 - 8
_____ grades 9 - 12
_____ out of high school

Survey (cont.)

Fig. 4
Sample Newspaper Survey

At its July meeting, the task force of Riverton District decided to disseminate its working draft of goals to the organizations which it represents and to the general public via the newspapers. In this way, the general public may have the opportunity to react to the working draft of goals before they are put in final form.

(Along with the draft of the goals, in a full-page advertisement, the following was published.)

PLEASE FILL OUT THIS FORM BY _____ AND MAIL TO
(date)

_____
_____
_____

Please check the statement that most nearly described your response to the goals:

_____ I strongly support these goals.

_____ I support these goals with the following exceptions:
(attach comments)

_____ I cannot support these goals for the following reasons:
(attach comments)

Check all appropriate answers:

I am

_____ Parent

_____ Educator

_____ Junior/senior high school student

_____ College student

_____ Other _____

_____ Number of school-age children

COMMITTEE

Capsule Description

This method is similar to the Task Force approach method of developing an initial set of goal areas/statements suggested in the beginning of this section. In this approach, a small group of school and community representatives are charged by the board to develop an expanded set of goal statements for its consideration. When the committee approach is used, it is extremely important to disseminate the proposed set of goals extensively. Also, the open meeting of the board when these recommendations are considered for temporary adoption should be well publicized.

Steps and Tips

1. The committee appointed should reflect the many interests and backgrounds within the community. Be careful to avoid the image of a "hand-picked" group in the eyes of the community.

2. The committee should receive its charge in writing, with an oral elaboration by a school district official. A timeline for the material and the committee's functioning should be specified.

3. The committee should have a clear understanding of its role and its relationship to the Board of Education. Members of the committee should understand that their function is to be advisory only.

4. The committee should establish its own operational rules and procedures, as well as its schedule of meeting times.

5. The school district should supply the committee with whatever data and material it will need, including the preliminary set of goal areas and the material included in this handbook, such as the State Board of Education's Statewide Goals.

6. It is possible to eliminate the step of using a Task Force, and instead assign the committee full responsibility for the goal formulation.

Committee (cont.)

7. The school district should provide materials, staff assistance, meeting facilities, duplication services, refreshments and perhaps even lunches or dinners.

8. To formulate its goals, the committee may use one or more methods described in this handbook, such as the Phi Delta Kappa kit, surveys, town meetings, interviews and the like. The samplings utilized might be smaller since the purpose would be to provide preliminary data or suggestions.

9. The committee approach and its activities should be publicized throughout. Insofar as possible, meetings of the committee should be open to the public.

10. Before inviting a committee member to serve, the amount of time and work the assignment will take should be discussed. Individuals who agree to serve on the committee should also agree to commit the expected amount of time and effort to the assignment; this can be done in terms of an oral agreement or by means of a signed declaration.

11. The committee's report to the Board of Education should be widely circulated and the open meeting of the board at which the recommended goals will be considered should be well-publicized.

12. The committee members should receive formal recognition and thanks for their work.

13. The Board of Education should be prepared to respond to the goal recommendations the committee submits. If the board is unable to accept the committee's recommendations, it should explain to the members of the committee — and the community at large — why it cannot.

14. Steps 19, 20 and 21 under Town Meeting/Forum should be observed.

MODIFIED DELPHI

Capsule Description

Originally introduced as a method for forecasting the future, the Delphi Method has been modified to serve as a method for goal development. It is a multistep process which begins with a "clean slate." Groups of individuals are asked to consider goal areas/statements or, after the first step, to review those prepared in earlier steps. Each time the process is repeated, the material produced moves closer to a true reflection of the community's thinking.

Steps and Tips

1. A target group is selected from all major groups in the community. Leaders, opinion makers and experts are also invited to participate. The size of the group may vary from 20 to 100 or more.

2. Participants are asked to complete an open-ended survey which asks them to respond to the statement:

   The major goals of our school system should be to develop or strengthen programs which move students in the direction of:

   Increasing their: (a) _____
   (b) _____
   (c) _____
   (d) _____
   (e) _____
   Maintaining their: (f) _____
   (g) _____
   (h) _____
   (i) _____
   (j) _____
   Reducing their: (k) _____
   (l) _____

Modified Delphi (cont.)

(m) _____

(n) _____

(o) _____

Developing their: (p) _____

(q) _____

(r) _____

(s) _____

(t) _____

(_____) their: (u) _____

(v) _____

(w) _____

(x) _____

(y) _____

3. The survey form should be accompanied by a cover letter or opening paragraph explaining the purpose of the request and how the process will work. A definition of "goals" should be included. A stamped, self-addressed envelope will increase the number of replies.

4. If desired, participants may also be asked for background information, such as their age, number of children (in school), sex, residence, etc.

5. Responses from the survey (step 2) should be tabulated. Possible goal areas and/or statements, as suggested by the first panel of participants, are listed by category, if possible. The list should be headed with a statement such as this one:

   "As a result of the experiences provided by the school district each child should:"

   _____

   _____

   etc.

6. The list of statements is then developed as a *second* survey form.

7. The second survey form is mailed to a wider audience (which may include participants from the first round). Again, the survey form should specify purpose, describe the process, and provide sufficient explanation for respondents to satisfactorily participate.

Modified Delphi (cont.)

8. Respondents are asked to assign a numerical (or symbolic) rating to each item; that is, to make a decision about the relative importance of including each goal. One common method is to rate each item in this way: 1 - of the greatest importance; 2 - of great importance; 3 - somewhat important; 4 - some importance after/if other areas have been provided; 5 - low importance; 6 - schools ought not to be involved in this area at all.

9. Respondents can be encouraged to add additional items, rating them in similar fashion, they can be requested to consider only those items already on the survey list.

10. A third questionnaire is developed from the returns from Steps 7 and 8 above. This form should show the number or percentage of responses for ratings on each item for each goal area/statement. The third questionnaire is distributed as widely as possible; again participants from preceding rounds may be included.

11. In this step, the respondents are also requested to provide supporting or dissenting comments for each item and to give their own ratings for each goal area/statement. (This step is critical since it establishes a consensus in the community.)

12. As with any of the models or methods, the results should be widely publicized. If background data was solicited, it can also be reported.

13. One of the uses of the background data section is to ascertain whether the the survey results reflect a cross section of the community or whether some sectors of the community are over — or under — represented. If some areas are under-represented more participants from these areas can be added to the sample.

14. Steps 19, 20 and 21 under Town Meeting/Forum should be observed.

PHI DELTA KAPPA MODEL

Capsule Description

The Phi Delta Kappa model is a commercially available goal-setting method consisting of a set of strategies which a school district may use to develop community-ranked educational goals and teacher-developed objectives. A "game" format is utilized involving marker discs, goal statement cards and a display board. A substantial amount of information is included with the kit, and although the instructions themselves are rather complex, the method is a simple one.

Steps and Tips

1. Select a representative community committee of no more than 60 individuals.

2. The committee members independently rank 18 predetermined goals, in addition to any they wish to add, using the kit materials provided.

3. The committee then breaks into small groups of three to five members to discuss each goal and to arrive at a priority rank by consensus.

4. The rankings made by all the small groups are averaged and presented to the the entire group as a listing of prioritized goals.

5. This listing is considered by the committee for its endorsement.

6. At this point, step 19, 20 and 21 under Town Meeting/Forum can be followed.

7. Two additional steps (beyond goal setting) are optional when using this method. The committee can assess the goals in terms of how well current educational programs are perceived to meet the goals. At the same time, professional staff and students may be asked to rate each goal as it is presently performed by the school district.

8. The results of prioritizing the goals (steps 4 and 5, above) and the assessment of how well the school district's program is achieving these goals (step 7, above) should be submitted to the Board of Education and the

Phi Delta Kappa Model (cont.)

administrative staff. These results can either be the basis for additional needs assessment activities or be accepted as needs identified by the staff and community for further attention.

9. As another option (which may or may not accompany the option in step 7), the professional staff may develop program level performance objectives. This step is an independent one which must be planned separately and follow the committee's work. If this step is included, the entire process may require anywhere from six to twelve months to complete.

10. The Phi Delta Kappa Goal Setting kit and materials are available from: Center for Dissemination, Phi Delta Kappa, Eighth and Union, Bloomington, IN 47401. Each kit was $65, including postage, at the time of this writing.

FRESNO TOWN MEETING

Capsule Description

The Fresno Town Meeting is similar to the Town Meeting/Forum approach described earlier. A large group is asked to develop goal statements. In a series of rounds, the number of participants is reduced and the goal statements are simultaneously refined so that only a small task force or committee remains to develop, complete and submit the final set of goals to the Board of Education.

Steps and Tips

1. Participants are best selected through some form of stratified random sampling. For example, the following groups could be represented:

   a. Citizens at large:
      - Parents of school-age children;
      - Parents of preschool-age children;
      - Representatives of community businesses, services, religious and cultural organizations;
      - Representatives of school-affiliated organizations;
      - Representatives from governmental, public offices;
      - College students, recent graduates.

   b. Citizens involved in education:
      - Board of Education members;
      - Administration staff;
      - Instructional personnel;
      - Support, special service personnel;
      - Personnel without certification.

   c. Students in the system.

2. It is best to start with a large group of 80 to 120 people. A large meeting area will be required for this purpose.

Fresno Town Meeting (cont.)

3. After the preliminary steps as described under Town Meeting/Forum, the participants are organized into groups of five to eight individuals and assigned the task of developing a list of goal statements. They may use pre-existing sets of goals, preliminary goal areas which may have been prepared by the district, or they may start "from scratch." (All three options can be offered at the same meeting or an option can be selected for all in advance.)

4. Each group selects a leader who may also serve as a recorder.

5. When all groups have developed a set of goals (45 to 60 minutes), the leaders report the goals, which are recorded on a master list visible throughout the room. Allot about 15 minutes for final discussion, then thank participants for attending and dismiss them.

6. The group leaders are asked to remain. This group is reorganized into new small groups of five or six individuals. Using the insights gained from their own previous group meetings, they discuss the goal statements submitted earlier, merge and edit those that are similar, and further refine the goal list. Again, each group selects a leader-recorder.

7. Results are reported on a second master-list and discussed. Participants, except for the second-round group leaders, are thanked for participating and dismissed.

8. The process continues until only one group of six to twelve individuals remains. (The meeting may have to be continued on another day.)

9. The final group produces the master goal list which is then submitted to the Board of Education.

10. Steps 17, 18, 19, 20 and 21 under Town Meeting/Forum should be observed.

THE NEW JERSEY "OUR SCHOOLS" MODEL

Capsule Description

The New Jersey "Our Schools" model is a composite of approaches and methods, including some of the models described in this handbook. This model was developed in the early 1970s to help frame a set of educational goals for the State of New Jersey. The model relies on citizen participation. It comprises several activities, some that occur concurrently and others that occur in sequence. Considerable attention is given to publicizing the entire process and to providing numerous opportunities for the lay public to participate (through a survey, forums or letters). The goals are reviewed repeatedly for refinement and consensus during the course of the project. This model is likely to be more appropriate for school districts with large and/or diverse populations and/or which cover large geographical areas.

Steps and Tips

1. As soon as the decision is made to conduct a community-based goal-setting process, news releases are prepared and the public is alerted to the nature of the planned activities and the tentative timetable. An address and telephone numbers for obtaining additional information and perhaps a logo or slogan are publicized.

2. Citizens and staff may make their views known in one of two ways: through direct correspondence with a designated community or district coordinator or through one or more scheduled meetings. In addition, they may be included in the sample selected to be surveyed.

3. The types of activities that are conducted include:

   a. a series of meetings, starting with neighborhoods or areas, then extending to sectional areas and culminating in a final convention-type session;

   b. one or more surveys; and

   c. a procedure for individuals to write in comments or to submit questionnaire items.

The New Jersey "Our Schools" Model (cont.)

These are scheduled over a three to six month period and announced well in advance. (The entire series of activities in this model may require nine to 12 months.)

4. The meetings are developed so that large numbers of individuals representing the entire community participate, generally in informal and small groups. Participation is voluntary, but meetings are strongly encouraged and supported through heavy publicity, provision of "do-it-yourself" kits and technical assistance for the host-leaders of the group sessions. The latter is provided in one of two ways: the host-leader is visited by (or visits) one or two trainers — individuals who can provide assistance concerning the techniques and logistics for the small-group meetings; or the individuals who volunteer (by telephone or in reply to a written invitation) meet in one of several training meetings. The meetings can run from one to two hours and (again) their purpose is to provide the host-leaders with the techniques and logistics to conduct their meetings.

   This first set of neighborhood meetings in some respects resembles coffee klatches. They involve five to eight people in informal discussions. At each one, at least one person is selected as a delegate to attend the regional or area meeting. An alternate is also selected. Notes of the discussion are prepared using a format suggested by the trainers.

5. Delegates from the neighborhood meetings are invited to participate in the second level of meetings consisting of two to four regional meetings. (Names and reports should be submitted prior to regional meetings.) The meetings described in steps 4 and 5 resemble the Fresno Town Meeting approach but differ because of their informal setting and opportunity for "grass roots" volunteer participation.

6. The convention meeting follows regional meetings. At this meeting, which is highly publicized, a final consensus should be reached concerning which goals to submit to the Board of Education. A "name" speaker is on the program. Board of Education members and the superintendent appear for the first or last session and/or the meal. A lunch or dinner is part of the activities. Attendance at this meeting is restricted to those invited by the advisory council. Participants are drawn from two groups: participants in the neighborhood and/or regional meetings (host-leaders or "delegates" can be selected on a random basis) and, secondly, community leaders and representatives of organizations and interest groups selected for their interest or impact on the schools. About 50 percent of the convention participants should be drawn from the first group with the balance drawn from the latter. Thirty to 50 persons should be invited.

7. While the meetings are being held, a well-publicized survey is conducted. (A survey model is described in the approach.) The basic survey sample may

be either random or stratified, and participants may be mailed questionnaires, interviewed or both methods may be used. In addition, a short version of the questionnaire is prepared and made available to all who call or write in for it. (This latter group of returns is processed separately.)

8. It is also possible to include a special survey of the entire school staff, using the same questionnaire as prepared for others, but tabulating the responses separately, perhaps by categories (administrators, instructional staff, support staff, non-certified staff, etc., and by grade or school). Since this group will play a major role in how the eventual goals are interpreted and implemented, it is helpful to include each person who wishes to be included.

9. For the same reasons cited in step 8, above, a survey (poll) of students can also be included.

10. While steps 4 through 9 are underway, individuals who have not participated are invited to call or write for additional information concerning the goal-setting effort and how they may participate. An information kit, news bulletins, releases, etc., are prepared for such inquiries. Individuals who write or call can also be encouraged to utilize the short-form of the survey form and/or to write personal letters to the designated coordinator. For this purpose, a special telephone number and mailing address should be advertised.

11. The third aspect of the approach is the publicity which accompanies it throughout. This might be regarded as a "campaign" because it consists of a variety of approaches carefully scheduled to occur as the steps described above occur. Newspaper releases, newsletters, special brochures, posters, bulletins and the like may be used. These can be distributed in traditional fashion or displayed at community events and in public/private offices. Radio and TV public-service announcements ("spots") can be prepared and local stations (particularly TV-cable) invited to feature such materials. In some cases, even billboards have been donated for this activity.

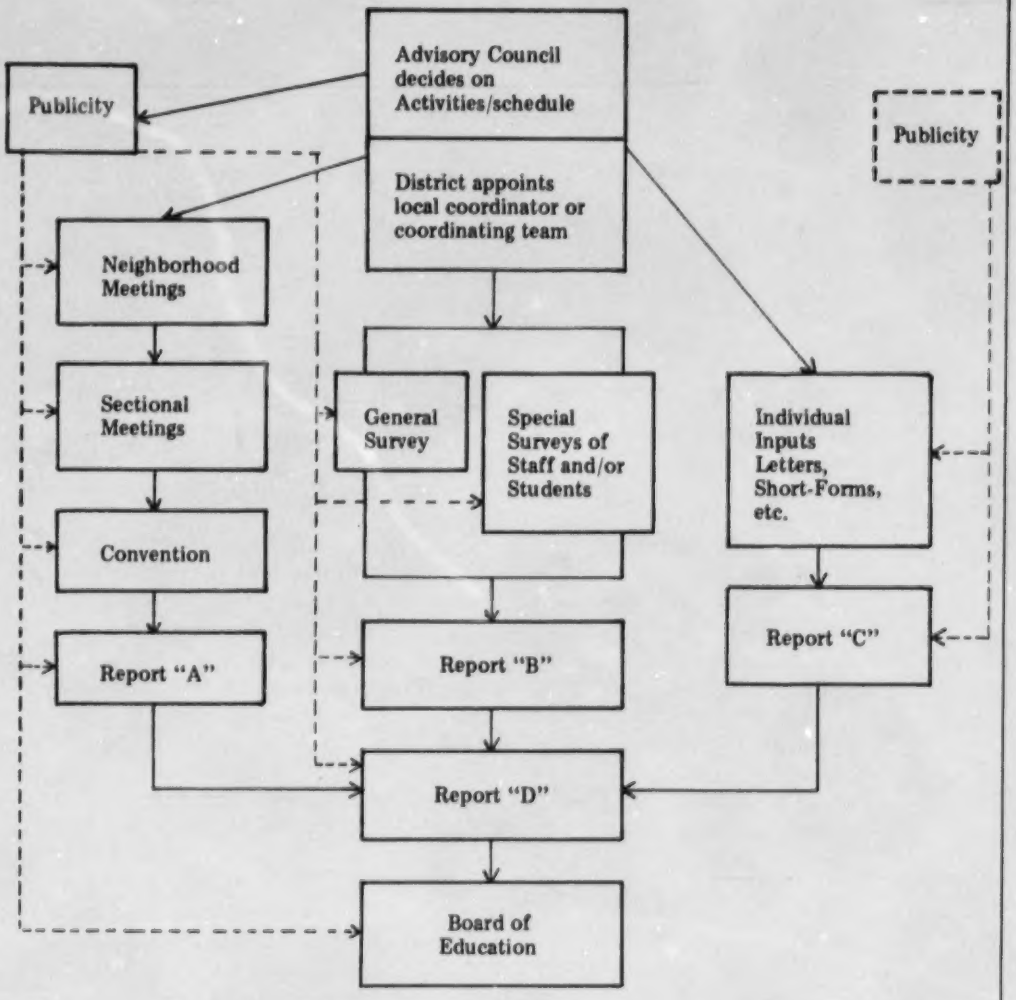
12. It is wise to coordinate all publicity activities and materials so that their messages and timing are appropriate and in keeping with other activities. Coordinating the publicity may appear time-consuming and expensive, but often individuals or organizations in the community will be willing to donate their talents and energies to this type of effort.

13. The results of the convention meeting, the survey(s), and the individual letters or forms are summarized by a committee or task force. This composite report, or a summary of it, should be widely distributed and submitted to the Board of Education.

14. Steps 19, 20 and 21 under Town Meeting/Forum should be followed.

The New Jersey "Our Schools" Model (cont.)

Fig. 5
New Jersey "Our Schools"



The New Jersey "Our Schools" Model (cont.)

Fig. 6
"Our Schools" Brochure

Following is material from a brochure prepared to encourage participation in the "Our Schools" campaign.

Our Schools: What You Can Do

"Our Schools" belong to all New Jersey citizens.

The State Department of Education and the project's Advisory Council sincerely request your:

- participation
- involvement
- cooperation
- assistance
- interest
- reactions
- suggestions
- recommendations
- comments
- support

Some Suggestions

1. Write for a packet of materials giving more information on the project and for the list of tentative goals for education in New Jersey. See address on back of flyer.

2. Attend "Our Schools" meetings on the regional or local level. A list of regional coordinators is available from the county superintendent of schools in your area or from the State Department of Education.

3. If you are a member of a club or organization, adopt "Our Schools" for one of your topics or themes. Arrange forums, panels or discussions in your community or neighborhood on "Our Schools."

4. Write letters to the editor of your local newspaper expressing your views on the project and its proposals. Letters may also be sent to Regional Coordinators, County Superintendents of Schools, District School Superintendents, Boards of Education, the State Department of Education, or members of the Citizens Advisory Council. Please request that your letter, after it is read, also be forwarded to "Our Schools," State Department of Education.

5. Request copies of *reports* as these become available during the year. See No. 2 for source of requests.

6. Arrange to participate in the local phase of "Our Schools" during February and March 1970. Request a special "do-it-yourself" kit from the department for this purpose.

The New Jersey "Our Schools" Model (cont.)

7. If one of your organizations has a statewide conference, a *special exhibit* on the "Our Schools" project is available for display purposes. Contact the state department for information on loan of this exhibit.

8. Watch for television, radio, newspaper and billboard coverage of the "Our Schools" projects; call these to the attention of your family, friends and co-workers.

9. Distribute copies of "Our Schools" materials to others in your neighborhood, where you work, or to members of social or professional groups to which you belong.

10. Express your views where they will be heard using one of the methods described above; encourage others to do the same.

11. If you are one of the group of New Jersey citizens selected to participate in next spring's public opinion survey, please be sure to give the interviewer your full cooperation.

12. Request the short-form questionnaire blank, give your answers, and return it according to the directions given.

For materials mentioned on the preceding pages, please specify which item(s) you desire: 1, 5, 6, 7 or 12.

State your name and address, and send to: "Our Schools," New Jersey State Department of Education, 225 West State Street, Trenton, New Jersey 08625.

Thank you for your interest!

Fig. 7
Comparing the Models

Model	Degree of Complexity	Extent of Preparations Needed	Time Involved for Participants	"One-shot" or Continuing
Town Meeting/Forum	Low	Minimal-Moderate	2-4 hours	"one-shot"
Interview	Medium	Moderate-Considerable	15-30 min.	"one-shot"
Survey	Medium	Moderate-Considerable	15-30 min.	"one-shot"
Committee	Low	Minimal	24-30 hours	continuing
Modified Delphi	Medium	Moderate	45-60 min.	continuing
Phi Delta Kappa	Low-Medium	Minimal	3-4 hours	"one-shot"
Fresno Town Meeting	Medium	Minimal-Moderate	3-4 hours	"one-shot"
N.J. "Our Schools"	High	Considerable	2-6 hours	continuing

Comparing the Models (Cont.)

Degree of Community Involvement	Costs	Special Features	Model
Moderate	Staff Time Publicity Postage Refreshments Report	Popular, Easy to use	Town Meeting/Forum
Moderate	Staff Time Training Preparation of Questions Tabulation of Data Report	Face-to-face contact, Requires careful sampling	Interview
Moderate	Staff Time Postage Preparation of Form Tabulation of Data Report	Allows for careful sampling, if desired	Survey
Limited	Staff Time Refreshments Report	Compatible with all other models	Committee
Moderate-Extensive	Staff Time Postage Tabulation of Data Reports	Repeated review and refinement	Modified Delphi
Light	Staff Time Kit Refreshments Report	Available commercially, "Game" aspect, Provides for instructional objectives	Phi Delta Kappa
Moderate	Staff Time Publicity Postage Refreshments Report	Reverse pyramid involvement	Fresno Town Meeting
Extensive	Staff Time Publicity Postage Survey Meal Reports	Allows for volunteers, Extensive emphasis on community input, Multi-approach	N.J. "Our Schools"

SAMPLE GOAL STATEMENTS

The following pages contain examples of educational (product) goals as adapted by the following school or educational agencies:

1. Willington, Connecticut, Public Schools
2. Newtown, Connecticut, Public Schools
3. Suffield, Connecticut, Public Schools
4. Ware County Public Schools, Georgia
5. Madison, Wisconsin, Public Schools

These goals vary considerably in their format, scope, length and specificity. In some cases, only a few goals have been selected from the total set. The goal statements are presented to illustrate the range of possibilities. Because each is the product and outgrowth of a unique community, situation and group of people, none can be arbitrarily judged as "right," "wrong," "good" or "bad." That determination must come from within the school or educational agency.

In their original form, some of these goal statements were not termed goals by their agencies. Instead, some of them were designated continuing objectives, long-range objectives, objectives, sub-goals and needs. We have selected them, however, because according to our definition they all qualify as *product goals.*

(The Connecticut State Board of Education's "Statewide Goals for Education" are reprinted in Appendix A.)

Willington, Connecticut, Public School Goals

The Willington Public Schools goals are:

1. To develop individual pride and self-worth — self-assurance, self-awareness, self-understanding, self-respect.

2. To develop the skills and desire to read required for life-long learning.

3. To retain/develop a desire for learning.

4. To develop the ability to relate to others, have respect for and be able to effectively express himself/herself.

5. To develop skills in oral and written language and to be able to effectively express himself/herself.

6. To ensure that no child should meet failure; that he/she should be able to succeed at what he/she is capable of doing.

7. To develop good study and workmanship habits.

8. To become a responsible citizen.

9. To master the basic fundamentals of arithmetic.

10. To develop and maintain good health and safety habits.

11. To acquire an awareness of the world outside his/her usual environment, and the flexibility to meet a variety of situations, now and in the future.

12. To gain an enrichment in the arts and music.

13. To be exposed to various career alternatives prior to entering high school in order to be able to make intelligent career choices.

Newtown, Connecticut, Public School Goals

Philosophy of Education

The major aim of our public school system is the development of the individual's capacities into abilities, skills, knowledge, understandings, attitudes, appreciations, and ideals which will prepare him to take his place as a citizen, competent to fulfill his role in our democratic society.

Goals

The major objective of our educational program is the development of the ability to think clearly and logically and to communicate the results of this thinking to others; and the encouragement of the desire for continuing education. This will be accomplished by:

1. The development of the mastery and utilization of the basic skills.

2. The development of sound knowledge and understanding of the sciences and their relationships to present-day living.

3. The development of understanding, knowledge, and appreciation of man's cultural heritage.

4. The evaluation and development of every pupil to his highest potential ability in order to provide a sound basis for an occupational future.

5. The development of qualities that will produce effective leaders and intelligent followers.

6. The development of good health habits.

7. Contribution to the development of sound moral and ethical values.

8. The development of an appreciation for and a desire to participate in worthwhile avocational activities.

9. The promotion of proper attitudes and relationships toward individuals and groups, both in school and in the larger community.

Suffield, Connecticut, Public School Goals

The public schools of Suffield, Connecticut, shall strive to:

Develop the acquisition of basic skills. We shall emphasize the skills of communication, of computation, of scientific method of critical thinking and the tools for life-long learning.

Prepare our students for post high school careers. We shall strive to prepare students for a successful college career, provide the opportunity to develop a marketable skill and provide counseling for post high school opportunities.

Encourage our students to develop peak physical and mental health.

Provide opportunities for our students to learn to live comfortably with themselves and others. We shall strive to promote awareness of self-worth and pride in work, to promote respect for the worth of all human beings, to develop the ability to cooperate with others and to develop the ability to control emotions.

Promote awareness of the uniqueness and effectiveness of American democracy.

Promote awareness of the history, culture and philosophy of the human race.

Maintain a well developed program to assess the effectiveness of the school system.

Ware County, Georgia, School System Goals

We, as concerned citizens of Ware County, feel that each child, prior to his or her graduation from the Ware County Schools, should possess certain skills, aptitudes and other qualities as follows in priority order:

1. A basic command of the English language in both its written and spoken form (to include reading, writing and spelling).

2. A basic understanding and working knowledge of mathematics including algebra.

3. The ability to listen, understand and thus, communicate effectively.

4. Develop an understanding and appreciation of work and the world of work.

5. The ability to balance possible consequences and thus make effective decisions.

6. To possess at least one salable skill upon graduation from high school.

7. Understand and appreciate the merits of honesty, dependability and responsibility.

8. To be conservative in the use of time, energy and money.

9. Respect for oneself and an equal respect for others.

10. To understand and practice the American system of democracy and to be a good citizen.

11. To display pride in oneself by practicing good habits of personal hygiene.

12. To be cooperative and able to get along with others without compromising one's own basic beliefs.

13. To develop good work habits with a special regard for safety.

14. To understand and appreciate one's own abilities and aptitudes so as to neither sell oneself short nor aim for too high a goal.

15. To display individual initiative and independence.

16. To appreciate the fine arts in all of their forms.

17. To understand the joy and excitement as well as the responsibility of marriage and parenthood.

(Note: The above are examples of product goals.)

Goals

1. To improve the activities and the environment of the school system so that each student may reach his potential for being a fully functioning member of society.

2. To provide the climate for each student to develop a positive self-concept so that he will relate meaningfully to others and to changing situations.

3. To provide each student a curriculum that is relevant to him and his needs.

4. To maximize communication — and thus understanding — among students, teachers, administrators, parents and other lay groups.

(Note: The above are examples of process goals.)

Madison, Wisconsin, Public School Goals

Human Relations

The student shall:

understand and value individual differences.
appreciate the uniqueness of others and self.
have skills for getting along well with others.

Creative, Constructive, Critical Thinking

The student shall:

have skills to systematically deal with life's problems.
be able to generate solutions to the problems encountered in a changing society.
critically analyze and evaluate ideas.

Life-long Learning

The student shall:

know and be able to use sources of adult education.
be able to learn outside the context of formal education.
have a willingness to adapt in a changing society.

Self-realization

The student shall:

have feelings of self worth and confidence.
have feelings of pride and accomplishment.
be motivated by his own interests and potentials.

Economic Understanding

The student shall:

understand the relation among natural resources, production consumption, employment, consumer protection, personal finances, and government.

Values and Ethics

The student shall:

appreciate differences in people's beliefs about what's really important in life.
have insights into one's own beliefs.
have skills for making decisions consistent with one's beliefs.

Citizenship and Political Understanding

The student shall:

understand the governmental structure of the United States as well as other societies.
appreciate the importance of participation in government.
have skills necessary for participation in democratic society.

Physical Environment

The student shall:

understand the interdependence of man and environment.
appreciate and improve the physical environment.

Basic Skills

The student shall:

understand written materials encountered in typical day-to-day activities.
perform calculations required of typical daily transactions.
listen and understand divergent points of view in conversation.
present one's thoughts clearly both orally and in written form.

Cultural Appreciation

The student shall:

understand social cultures different from his/her own.
appreciate his/her heritage.
use leisure time enjoyably.

Career Education and Occupational Competence

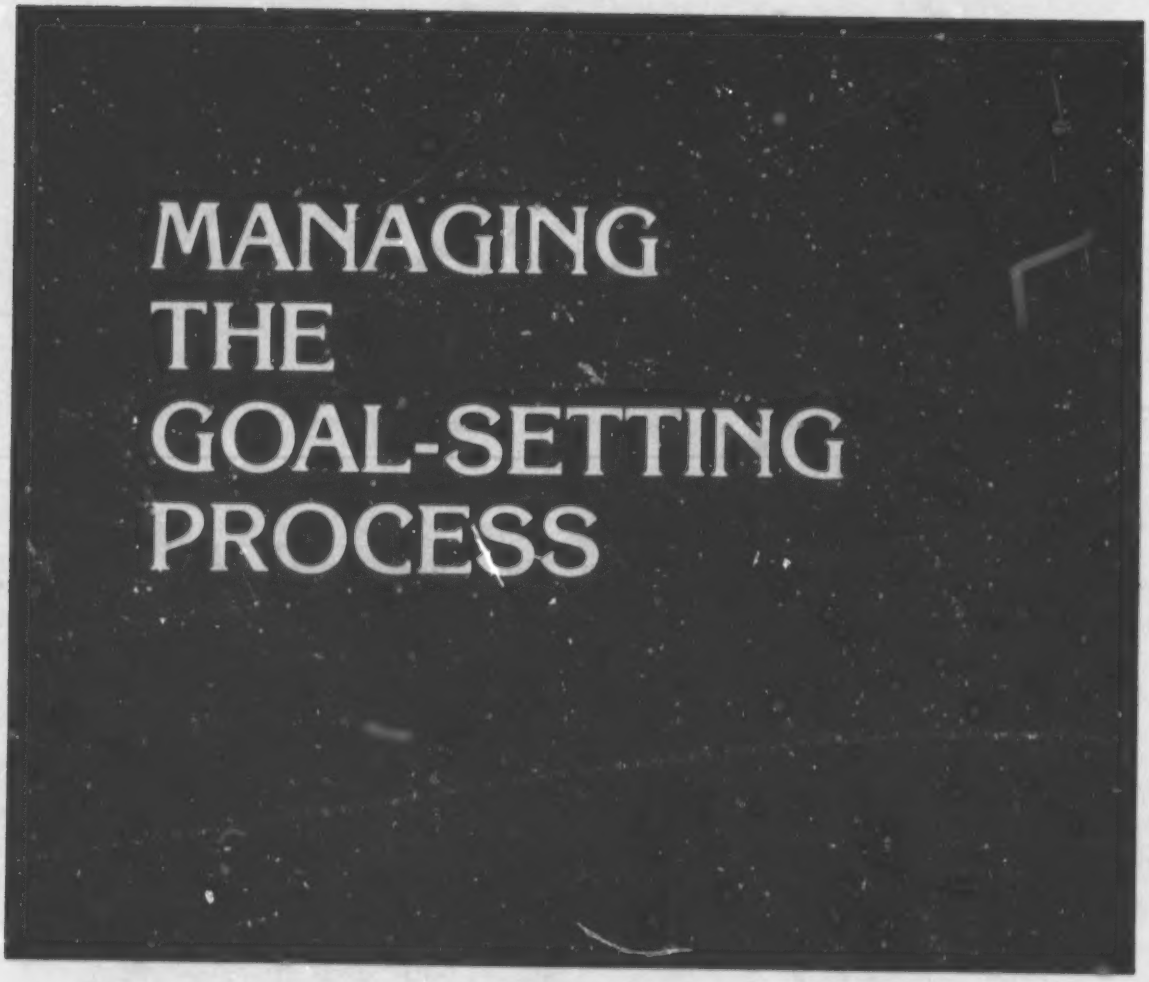
The student shall:

respect all legitimate occupations.
be aware of a wide range of occupational opportunities.
possess skills in his/her area of occupational interest.
know how to make decisions in choosing employment.

Mental and Physical Health

The student shall:

understand the relation of mental and physical health.


MANAGING
THE
GOAL-SETTING
PROCESS

MANAGING THE GOAL-SETTING PROCESS

How to Begin

1. Sanction and support of the school district administration and the Board of Education are required to launch the goal-setting process. Usually this takes the form of the superintendent's recommendation to the board and their resolution to initiate and support the process.

2. Someone on the school staff (sometimes a committee) is designated to coordinate the goal-setting process for the district. This staff member or committee submits one or more possible approaches for goal setting and for community involvement to the district superintendent and the school board. (This handbook and other related materials should be reviewed during this step.)

3. The coordinator or coordinating committee also makes suggestions for appropriate ways to involve the school staff and student body and acts as the liaison for community representatives and groups throughout the entire process.

4. The goal-setting effort, its purpose and background, should be publicized.

5. A time table should be developed (see the following section).

6. The board may also have to allocate some funds to support the process. This should come after the staff's recommendations concerning approaches and methods for involving the community.

7. If the district already has a set of product goals, these might be reviewed in terms of how best to subject them to a community examination and possible modification.

Developing a Schedule of Activities

Once the district administration and the board have selected a process for the goal setting, the assigned staff should develop a schedule for the related activities to be conducted. This schedule should be prepared so that all aspects of the process are included (e.g., selection of community representatives, preparation of related materials, distribution of products, publicity, etc.).

It is highly desirable to contain the goal-setting effort within the school year, September to June. The summer months are not good ones for this purpose. Depending on the size and nature of the district and the approach selected, it may be possible to complete the effort in four or five months, but it is more likely that it will take nine or ten months. Remember

holidays and school vacation periods in scheduling proposed activities and due dates for reports.

Selecting and Writing Up the Goals

Those who are engaged in writing educational product goals often encounter problems along the way. Among these may be the following:

1. Confusion over which *type* of goal is being selected: institutional, performance, process or product.

2. There is also confusion with other planning terms and activities, such as the district's statement of philosophy, objectives, needs assessment, and — in particular — with the *means* by which the goals are to be attained: the district's programs, services, curriculum, etc.

3. Often, there is a tendency to get side-tracked in ranking or prioritizing, that is to debate whether one goal is more important than another goal. In general, it is more productive to limit the goal-setting/writing process to determining which goals are important without trying to rank them. (The Phi Delta Kappa method is a workable exception to this suggestion.)

4. Most product goal statements refer to completion of 13 years (grades K through 12) of formal schooling. Sometimes, there is an effort to specify goals at earlier grade levels, for example, grade three, grade six or grade nine. This approach considerably complicates and enlarges the entire effort. It is better to avoid it if possible. In addition, objectives specification (see related handbook) will address this aspect. (This interest in specifying grade level cut-offs is also a reflection of the current competency-based education movement.) Of course, if a school district is comprised only of, say, grades K through 6 or K through 8, then its only alternative is obviously to set goals for this grade span.

5. Not all goal areas are eventually measurable or subject to being tested. In some instances, there has been the suggestion (because of the accountability thrust) to include only quantifiable items. This tendency, too, should be avoided.

6. Many people in a school or community may feel that time and energy spent on discussing and selecting goals is wasted. They become impatient and prefer to get on with what they consider to be major or obvious problems in the schools which they wish to see addressed.

7. As the examples demonstrate, there is considerable latitude in how general or specific the expression of the goal statements may be.

8. There is a tendency for many who participate in the goal-setting process to think in terms of goals appropriate to the current (or even prior) times rather than to view the efforts in terms of today's student populations and the futures they face in the decades ahead.

Key Questions to Consider

In summary, following are the key questions to consider in formulating educational product goals for the school district.

1. What are the *minimum* learnings students should be expected to attain?

2. What goals should be expected for *all* pupils (excluding handicapped or special education students)?

3. Which areas should be included and which excluded (academic, physical, social, emotional, ethical, moral, inter-personal, societal, vocational, athletic, etc.)?

4. Are the goals related to the future? All the students affected will be full-fledged members of society anywhere from one to thirteen years hence, and of course, for many, many years beyond that. Do the goal statements take this into account?

5. Will the goals be limited to students as members of the local community and county, or will they allow for possible movement to other areas of the state, country and world?

Check List

Things to consider and/or do prior to, during and after goal setting.

Prior

☐ Assure firm commitment by the Board of Education and strong leadership by the district administrators.

☐ Prepare a detailed plan of action which clearly defines the task, the ways of accomplishing it, the responsibility and authority of personnel and groups assisting with the task, and a timetable for the completion of the steps.

☐ Ascertain that the Board of Education and district administrators firmly believe in involving the community in a meaningful way.

☐ No matter which process is selected, designate a central core committee to coordinate, compile information and finalize all activities. Committees should have an appropriate mix of students, educators and citizens of various ethnic, political, religious, economic and educational backgrounds.

☐ Name a project coordinator or staff committee and fully define his, her or its related duties.

☐ The entire goal-setting process requires early and continuous publicity. Plan this in advance. Every available medium — newspapers, radio, television, public meetings, newsletters, posters, flyers, etc. — should be considered.

- ☐ Before starting the process, publicize the purpose and planned activities.
- ☐ If there are minority populations in the district, print all appropriate information and the goals statements in their languages (e.g., Spanish).
- ☐ Make sure the procedures for selecting participants are defensible (avoid the "friends of the school/rubber stamp" criticism).
- ☐ When planning, include ways to involve staff and students.
- ☐ Provide budget allocations for materials, postage, refreshments, etc.

During

- ☐ When inviting people to participate, a personal or telephone invitation is most effective, especially when followed with a mail reminder. A phone call reminder on the day before, or day of, the session is helpful.
- ☐ Do not take internal communications for granted. Systematic communications — newsletters, workshops, bulletins — must be established.
- ☐ Hold meetings at convenient times for participants. Sometimes alternating times allows for greater participation.
- ☐ Serve refreshments at meetings or conferences.
- ☐ Keep the process open to all points of view without domination or intimidation by any special interest group.
- ☐ If the process is a long one (the full year, for instance), one or more progress reports to the board may be helpful.
- ☐ All participants must be aware that the purpose of bringing people together is not to dwell on past deficiencies or to lay blame, but to evolve or select goals.
- ☐ Provide all the necessary hardware — microphones, projectors, screens, tape recorders, extension cords, pencils, paper, materials, etc. — for those involved in the meetings or conference.
- ☐ Provide adequate and convenient space and facilities for meetings and groups and satisfactory parking.
- ☐ If a minority opinion is presented, make sure it is brought forth when the goal statements are finalized.
- ☐ Publicize the process and the specific activities throughout. Keep the staff informed.
- ☐ Provide all participants with the results of their respective sessions. Overall results should be shared, as well.

- ☐ Keep committee members fully aware of what is happening and why it is happening.
- ☐ Participants, or a sample of them, may be requested to react to the *process* itself and to make suggestions for improving it.

After

- ☐ Publicize the final results of the goal-setting process.
- ☐ Distribute notes or letters of thanks or appreciation.
- ☐ Once the goal statements are finalized, present them to the Board of Education.
- ☐ The board should adopt the goal statements as soon as possible (avoiding tabling or prolonging any action) to reinforce its commitment to the entire goal-setting process.
- ☐ If the board does not accept or revise some aspect of the goal statements, its reasons and thinking for this course of action should be clearly explained.
- ☐ Plans for using the goals should be developed (if this has not already been done), and the plans should be publicized.
- ☐ Establish a periodic timetable for recycling the goal-setting process such as every five years.
- ☐ Include the statement of goals in appropriate district publications (teachers' handbooks, district flyers or brochures, board minutes, etc.).
- ☐ The core committee and/or project coordinator should prepare a report for submission to the board summing up the process, the numbers and kinds of participation, the final results, and what problems should be recognized when the process is recycled.

What Happens Next?

Once the goals have been adopted by the Board of Education, they should be duplicated, disseminated and included in appropriate school publications.

The next step in the planning process is to establish objectives. This procedure is described in the third handbook in this series, *Developing and Establishing Local School District Student Objectives.*

Because goals reflect community values, expectations and concerns, and because communities change over time, goal setting should be repeated periodically. Perhaps five years from now, the current goals should be reviewed using a modified process, and in ten years the entire effort should be replicated (although other approaches may certainly be used).

APPENDICES

APPENDIX A

STATEWIDE GOALS FOR EDUCATION

Students, parents, educators and the general public share a desire for excellence in public education. But to reach for excellence, it must be defined. What are the common denominators of excellence in public education? The Statewide Goals for Public Elementary and Secondary Education seek to express the most important, commonly held aspirations for each student in our public schools.

Thousands of Connecticut citizens, including students, participated in developing these goal statements. Thousands of others will be working in communities across the state to develop the local level educational goals which are required by law. These local goals provide an opportunity for communities to express their special interests and needs in serving public school students. At the same time, the local goals must be consistent with these Statewide Goals, ensuring a common understanding and shared commitment to make the Goals for Education a reality for all students.

Goal One: Motivation to Learn

To realize their potential to learn, students must be highly motivated. Therefore: Connecticut public school students will develop strong motivation by responding to the high expectations of their parents, teachers and school administrators; by understanding and striving to fulfill personal aspirations, and by developing the positive feelings of self-worth which contribute to responsible behavior and personal growth, health and safety.

Goal Two: Mastery of the Basic Skills

Proficiency in the basic skills is essential for acquiring knowledge and for success in our society. Therefore: Connecticut public school students will, to their full potential, learn to communicate effectively in speech and writing; read with understanding; acquire knowledge of and ability in mathematics, and strengthen decision-making skills.

Goal Three: Acquisition of Knowledge

Acquiring knowledge leads to fuller realization of individual potential and contributes to responsible citizenship. Therefore: Connecticut public school students will acquire the knowledge of science, mathematics, social studies, the arts, literature and languages which leads to an understanding and appreciation of the values and the intellectual and artistic achievements of their culture and other cultures; and will take full advantage of opportunities to explore, develop and express their own uniqueness and creativity.

Goal Four: Competence in Life Skills

Students are challenged to function sucessfully in multiple roles: as citizen, family member, parent, producer and consumer. Therefore: Connecticut public school students who complete secondary level studies will have the ability to make informed career choices;

understand the responsibilities of family membership and parenthood; be prepared to undertake the responsibilities of citizenship in their communities, in the state and in the Nation; and have the skills, knowledge and competence required for success in meaningful employment, or be qualified to enter post-secondary education.

Goal Five: Understanding Society's Values

To be responsible citizens and contribute to positive change, students must understand and respect the underlying values of this society. Therefore: Connecticut public school students will appreciate diversity and understand the inherent strengths in a pluralistic society; they will understand and respond to the vital need for order under law; they will acquire the knowledge necessary to live in harmony with the environment, and actively practice conservation of natural resources; and they will respect the humanity they share with other people.

APPENDIX B

THE LEADERSHIP IDENTIFICATION PROCESS*

The Leadership Identification Process identifies formal leaders, those who function in an obvious community leadership position, and informal leaders, those who are not so obvious yet influence decision making. If change is to be accepted by the community, both types of leaders must be involved in helping to determine the direction of the school system. The formal and informal leaders represent a broad cross-section of community attitudes, interests, and concerns.

The Leadership Identification Process can provide:

1. A list of leaders who are representative of various sub-sections of the total community, i.e., people who must be involved in order to maintain a balance of interests, attitudes, and ideas.

2. Information about the attitudes of those leaders toward the educational problems, concerns, interests of the community.

3. A list of the people from which councils and task forces can be created.

4. A list of community resources which could be used to improve the community's educational system.

How to Conduct a Leadership Identification Process

I. Planning

A. Project a time-line for the process.

B. Contact the superintendent and gain his understanding and support for the project. This is critical because his acceptance, or lack of it, will directly affect the success of this activity.

C. Upon the superintendent's recommendation, schedule and conduct a presentation to the Board of Education in order to gain their understanding and support for the project.

D. Identify the known community leaders representing business, labor, ethnic groups, education, government, clergy, the professions, service clubs, volunteer organizations, the press, senior citizens, etc.

E. Make a list of these persons in a chart which includes name, address, phone number, who or what they represent, and scheduled time of interview.

F. Prepare an instrument for a personal interview listing the following questions.

*Written by Kenneth Lippincott, Bureau of General Adult and Community Education, New Jersey Department of Education.

1. If you had to plan for improving the community in some way, what five persons would you go to for help? What part of the community do they represent? How can they be contacted?

2. In your estimation, who are the five most successful people (financially or influentially) in the community? What part of the community do they represent? How can they be contacted?

3. If you wanted to gain the thinking of the community on an important issue, what five people would represent the feeling of the community? What part of the community do they represent? How can they be contacted?

4. What are the three most important local problems facing the community?

5. What are the strengths or resources of the community which could be used in dealing with the community's problems?

G. Prepare an interviewer training session.

H. With the assistance of the superintendent, identify potential volunteers to conduct the interviews.

I. Schedule an interviewer training session and invite the potential interviewers to attend.

II. Interviewing

A. Conduct a training session designed to teach the interviewers how to conduct interviews.

B. Conduct the first round of interviews, interviewing the known community leaders identified in Step D of planning.

C. Complete a list of responses indicating the frequency with which a name is mentioned in each interview. This provides the interview list for the second round of interviews.

D. Conduct the second round of interviews including the people who were identified in the first round (optional).

E. Compile results from the second round of interviews and conduct round three if additional leaders are identified (optional).

III. Tabulation of Data

A. Tabulate the overall frequency each person is mentioned on the interview form.

B. Tabulate the frequency each person is mentioned on each question.

1. Question one - people who are viewed as helpers.

2. Question two - people who are viewed as successful.

3. Question three - people who are viewed as knowing the thinking of the community.

4. Compile the number of times a club, organization, or governmental position is given in place of a name and list it with the name of the person who fills that position.

C. Organize the information in chart form:

Name	Person's Role	Overall Frequency	Frequency on Question Number 1	2	3	Inst.
Dr. John Doe	Dr., Rotary	38	20	19	13	9
Pete Smith	Minnesota Rotary Council of Chambers	25	11	9	9	17+9+3
Margie Brown	County Govt. Consumer Advocate	19	6	13	6	x
Charles Fritz	Funeral Director	16	7	11	3	x
Bill Henry	President Board of Education	9	x	4	7	10+7
Alice Green	Contractor Little League	9	9	x	x	x

D. Compile a list of problems identified in question four with the resources identified in question five. Include in the list the person who identified the problem and the part of the community he represents.

E. Compile a list of all those persons interviewed and the group they represent.

F. Compile a list of the people who mentioned each leader. This will provide information useful in creating representative committees.

G. Compile a list of the identified problems and resources. This is a result of examining the problem statements in terms of resources that could be used to help resolve the problems.

Critical Considerations

Conducting the Leadership Identification Process can open the door to extensive and rewarding activities. However, this process is only a tool. Like any tool it can be used either appropriately or inappropriately. Critical to its use are:

1. Timing: This is an effort to build a non-political system for gaining community input, but conducting the leadership identification process during election time may produce unfavorable reactions.

2. Expectations: How this project is presented to the public is important. It should be presented as a tool, not as a miracle cure.

3. Ability to deliver: The superintendent's full support of the project is vital to its success.

4. Project Coordinator's Role: The success of this project depends heavily upon the project coordinator and his or her ability to involve people in the problem-solving process.

It should be noted that the data gathered by this process can be applied to many projects that require input from a cross-section of the community. The extent of data analysis depends upon the purpose of the project. In any case the data should be kept in confidence and used only for planning purposes.

APPENDIX C

SAMPLE NEWS RELEASES

No. 1: Approval by Board and Selection Procedure

At a meeting last night the Board of Education of _____ School District voted to adopt a plan for developing educational goals with the cooperation of teachers, students, and a committee of citizens.

The plan was described in detail by (name and position) who stressed the importance of moving the schools into a position of accountability for meeting goals approved by the community. He also pointed out the success that this plan has enjoyed in other communities where it has been applied.

Following approval of the plan the board discussed various methods of selecting the task force which will manage the goal development process. Superintendent _____ emphasized that if the schools are to represent the people of the community, a concerted effort must be made to insure that a broadly representative cross-section of the community is selected to establish the goals.

The board agreed that selection of the task force should be made by (process). The committee of from ____ to ____ members is to be selected not later than _____. Superintendent _____ will be available for consultation to assist in getting the committee into operation.

No. 2: Announcement of Delegate Conference

Superintendent of Schools _____ yesterday announced the names of _____ citizens who will participate in the Delegate Conference to develop educational goals for the district.

The _____ men and _____ women invited to the conference are:

Selected to represent a cross-section of the community, the committee will meet on _____ at (location) at _____ p.m. to begin its task of developing educational goals.

In announcing the appointment of the conference members, Superintendent _____ stressed the importance of their task, which may well shape the future of public education in the district for years to come.

The development of goals by the delegate committee is the first step in a process of involving teachers, students, and citizens in a hard look at what is being taught and why. This step will require _____ months at least and even then will represent only the beginning of the effort to strengthen the educational program.

Source: Educational Goals and Objectives, Administrator's Manual. Phi Delta Kappa, Inc., P.O. Box 789, Bloomington, IN 47401.

APPENDIX D

SAMPLE LETTER TO COMMUNITY REPRESENTATIVES

Dear _____:

The Board of Education is requesting your participation in a valuable and unique process concerning the schools. Your assistance, in cooperation with other representative members of our community, is needed to help the district establish goals for learners.

We believe that this process will be different from many approaches to educational planning and will provide a stimulating and rewarding experience for those who participate. We are asking you for a commitment to assist us in this extremely important activity.

If you agree to assist, we will ask you to attend an evening meeting to be held _____ beginning at _____p.m. and lasting no longer than three hours.

The purpose of the meeting is to develop educational goals for our school district.

We feel strongly that the schools belong to the people, that it is the responsibility of the members of the community to establish educational goals. Once this is accomplished, it then becomes the responsibility of your school's professional staff to teach toward these goals.

We need your help, and we urge you to assist us in this vital activity by attending the meetings described above. Please take a moment now to complete the enclosed postcard for return to the district office so that we can proceed with plans for the meeting.

If you accept this responsibility, you will receive prior to the first meeting an information packet describing more fully the procedures in which you will be participating.

Sincerely,

Enclosure

Source: Educational Goals and Objectives, Administrator's Manual. Phi Delta Kappa, Inc., P.O. Box 789, Bloomington, IN 47401.

APPENDIX E

INFORMATION SHEET

Community Expectations for Student Skills

A large number of residents from all parts of our school district will be asked to state what skills including knowledge and attitudes, they think someone leaving school must have in order to succeed in life.

You are being asked to participate in one of the many community groups being formed. As a group member you will be asked to do the following:

1. Attend two meetings to be held

   on _____ and _____
   (date of first meeting) (date of second meeting)

   at _____
   (location)

   from _____ until _____
   (beginning time) (completion time)

2. Work with other members of your group at those meetings to develop a list of skills you think someone leaving school must have to "make it" in life.

The list of community-developed skills will be submitted to the school system to be organized and analyzed for possible implementation in the curriculum.

If you are interested in serving as a group member, please fill out the form at the bottom of this page. The person who asked you to participate will contact you again in a day or two to answer any questions you may have and collect the completed form if you wish to participate.

- -

I wish to participate as a Group Member in the Community Expectations Project.

Name _____

Sex*_____ Age* _____ Telephone No. _____

Address _____

School _____

*You are asked to declare your sex and age to assist the Project Director/Staff in forming groups of both sexes and differing ages.

APPENDIX F

A GUIDE FOR GROUP DISCUSSION LEADERS

As a discussion leader for a meeting, you have two primary functions: (1) to stimulate discussion about educational goals, and (2) to help your group develop a set of tentative educational goal statements.

It is not worthwhile to list fixed procedures for a group, because every group will act and react differently, just as every individual in the group will have different thoughts. However, there are a few pointers that may aid you in leading your group's discussion:

1. At the start of the discussion, briefly state the purpose of the meeting.

2. Have everyone, including yourself, introduce themselves stating name, occupation, place of residence, etc., as well as any association they may have or have had with education (such as board member, parent) so that they present a preliminary image to the others in the group. Name tags will help individuals to speak to each other without the initial problem of learning names.

3. Usually it helps to encourage informality by avoiding hand-raising, addressing the chair, etc.

4. Especially at the beginning of your discussion, individuals may hesitate to speak up. You may have to make a comment and then ask for reactions. Do not be overly concerned with silence and pauses.

5. Do not feel compelled to comment every time someone makes a comment. Don't answer questions. . .throw them back to another person in the group or to the questioner himself.

6. Don't make a speech about your own views. . .if you do have something to express turn your idea into a question for the group.

7. You can use what are called "question expanders" — How? Why? Such as? How do the rest of you feel about this?, etc.

8. A successful discussion generates from the group itself and not from the leader. Concentrate on stimulating the group. . .not pulling it along with you.

9. Sometimes a few people tend to monopolize the discussion. If this seems to be happening, direct questions to those members who haven't been participating.

10. If one of your group talks too much, it might be wise to say; "I think that you've made a good point. . .let's see what the others think about it."

11. Give people an opportunity to express their thoughts or to present their views. Do not be abrupt or judgmental with respect to the person making the statement.

12. Never force a statement from a silent member. He may have nothing to say at that particular point.

13. The group will probably wander off on a tangent at some point. It will help them to keep on the track if you summarize occasionally by reintroducing a previous topic.

14. People in the group will probably try to discuss matters which are not goals such as: we need more money, we need a new school building, taxes are too high already, etc. Try to keep the discussion from concentrating on topics of this nature by focusing on the theme of what schools should be doing for students. Remember the object is to consider goals; in these meetings the "means" are secondary considerations.

15. Be certain that a conclusion about a goal is not reached too quickly without consideration of the opposing view. If a conflicting or opposing view is not brought up regarding a given concept, maybe you could do so.

16. Create opportunities for everyone to speak by occasionally asking if there is agreement on a given point.

17. If the group, or one or two participants, become embroiled in discussing a particular question and things appear to be getting "heated," remind the group that the subject is controversial or open to different interpretations and that is one reason for the group being brought together. It may also become necessary to make the point that the group is discussing ideas and not personalities, political groups, or specific organizations.

18. If one or more members persist in sticking to a given subject, permit this expression to take place for awhile. Then, when appropriate, remind the group about its purpose or of a previous discussion point and ask for additional comments in that direction. This will usually get the discussion back on the right track. However, occasionally the group will choose to return to the former discussion which appears tangential or non-productive. If this happens, have the group decide for itself what it wants to do by having a show of hands.

19. If there are observers visiting your sub-group's meeting, be careful not to allow them to comment too much about what is being said. They could, without meaning to, take the discussion away from the participants.

20. Remember that education should be considered on many levels (pre-school, K-12, vocational, adult and continuing education). Sometimes, because high school students are in the group, discussion tends to be limited to the high school level. If this happens, ask the group from time to time if there are any comments concerning goals or priorities at one of the other levels.

21. Near the conclusion of the meeting, you or the recorder should quickly sum up.

22. Before adjourning, be sure to thank the group members for their participation and the recorder for his or her efforts.

APPENDIX G

GUIDE FOR RECORDERS

As a recorder, your job is to clearly record the ideas expressed by the people taking part in the meeting. This will require that you take notes during the meeting and that you write a report soon after.

In your notes you should not try to take down everything that is said, but you should try to get the key idea in each remark. Something that seems unimportant to you at the moment may be regarded as very important by the people at the meeting or may become very important later on. If necessary, you may ask a speaker to repeat what he said to get it down correctly, but this should not happen too often.

Use any system of taking notes that you prefer, but be sure that you will be able to make full use of your own notes later when you prepare your report. It will be easier if you write up your report as soon as possible after the meeting while it is still fresh in your mind.

In your report try to be objective; that is, give a fair presentation of what people actually said, whether or not you liked it or agreed with it. It isn't necessary to include the name of each speaker. Don't use abbreviations from your notes as other people may not know what they mean. If possible, have the chairperson of your meeting read your report to see if there are points that should be added or modified.

Some of the questions that should be answered in your report include:

1. Where and when was the meeting?

2. What were the main subjects discussed? What were the main points said about each subject?

3. On what points did the people at the meeting seem to be in agreement? In particular, were there some educational goals that most people seemed to feel were either good ones or bad ones?

4. On what points was there disagreement? Exactly what was the disagreement about? If the people who disagreed later reached an agreement, what did they agree on?

5. What points did people seem to feel most strongly about? Was there any discussion of priorities (the things that it is most urgent for the schools to be doing)? If so, what did these priorities seem to be?

6. What did people have to say about the next steps to be taken in the program?

APPENDIX H

GLOSSARY OF TERMS

Philosophy or Rationale: Statements, principles or beliefs about education which are widely accepted by the community, school board and school staff and which guide the behavior of the personnel in the system.

Goal: These are qualitative statements which collectively describe the ideal conditions which would exist on a continuing basis when the educational system is functioning successfully.

Objective: These are qualitative and quantitative statements of desired student achievement and/or outcomes essential to attaining the goals and which usually specify time of completion, results expected and the means of evaluation.

Planning: Planning is the rational determination of where the educational system is, where it wants to go, and how it will get there. It is the process through which goals and objectives are established and resources are allocated to optimize the attainment of those objectives on a predetermined schedule.

APPENDIX I

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